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ABSTRACT

This document presents the results of a study performed in 2001 on student satisfaction at Johnson County Community College (JCCC) (Kansas). A survey was distributed in a sample of credit classes to help assess the Community College's overall effectiveness. A total of 587 student surveys were returned. Results indicate that: (1) most respondents were full-time females under the age of 23; (2) nearly three-fourths of the respondents stated that JCCC was their college of first choice; (3) 47% and 38% of the respondents reported being employed part time or full time, respectively; (4) satisfaction with student parking availability, bookstore services, and the student center increased over 2,000 results, while convenient business office hours and effective support services for displaced homemakers decreased in student satisfaction; (5) the College's ability to help students experience intellectual growth also decreased; and (6) a majority of the respondents expressed being satisfied with JCCC's overall reputation, campus facilities, course offerings, flexible class scheduling, faculty instruction, academic advising, counseling, and library services. The report compares student satisfaction results at JCCC with other institutions in Kansas and the United States. Overall, students reported that JCCC was meeting their expectations. Appendices contain student demographics, tables with detailed statistics, and the survey instrument. (MKF)

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Noel-Levitz Spring 2001

Student Satisfaction Inventory

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Student Satisfaction Inventory

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Purpose

Student satisfaction has been identified as one of the Kansas community college core indicators of effectiveness. The statewide Core Indicators Implementation Task Force instituted the Noel-Levitz Student Satisfaction Inventory to provide a consistent measure of student satisfaction across community and technical colleges and technical schools statewide. The survey was first administered on a pilot basis at JCCC in spring 2000.

Methodology

In February 2001, the JCCC Office of Institutional Research distributed Noel-Levitz inventories to students in a sample of credit classes selected to be representative of the student body as a whole. A total of 587 completed questionnaires were returned.

During approximately the same time frame, surveys were distributed by other community and technical colleges and technical schools in Kansas as well as nationwide. Thus, it is possible to compare responses of JCCC students with those of 8,011 students at 2-year community and technical colleges and technical schools in Kansas and with those of 283,763 students in the Noel-Levitz national data base.

Findings

Data are presented in the tables in Appendix A and a copy of the inventory is in Appendix B. Major findings are summarized in the pages that follow.

Selected demographic data for survey respondents are contained in Table 1, Appendix A, and in the bulleted points below. Comparative figures from JCCC's *Academic Year Credit Enrollment Report* (March 2001) suggest that the students completing the Noel-Levitz inventory were generally representative of the population of JCCC students as a whole, although the percentage of self-reported full-time student respondents (58%) is higher than the figure (31%) based on JCCC headcount for students enrolled in 12 or more credit hours.

- Fifty-five percent of respondents were female and 45% were male.
- The majority of respondents (52%) were age 19-24; 13% were younger and 35% were older.
- Two-thirds of respondents were day students; one-third were evening or weekend students.
- Fifty-eight percent of respondents self-reported status as full-time students and 42% reported they were part-time students.
- Forty-seven percent of respondents were employed part-time, 38% were employed full-time, and 14% were not employed.
- Thirty-seven percent of responding students indicated their current residence was in a parent's home, 30% rented their residence, 27% owned their home, and 6% lived elsewhere.
- For 74% of respondents, JCCC was their first choice of college/university. Nineteen percent indicated JCCC was their second choice, and 7% indicated it was their third (or lower) choice of college/university.

- **There are few differences between mean student satisfaction ratings for 2000 and 2001.**

  For almost all survey items, mean ratings fluctuated little from 2000 to 2001. The few exceptions are listed below. All differences reported are statistically significant at the .05 level.

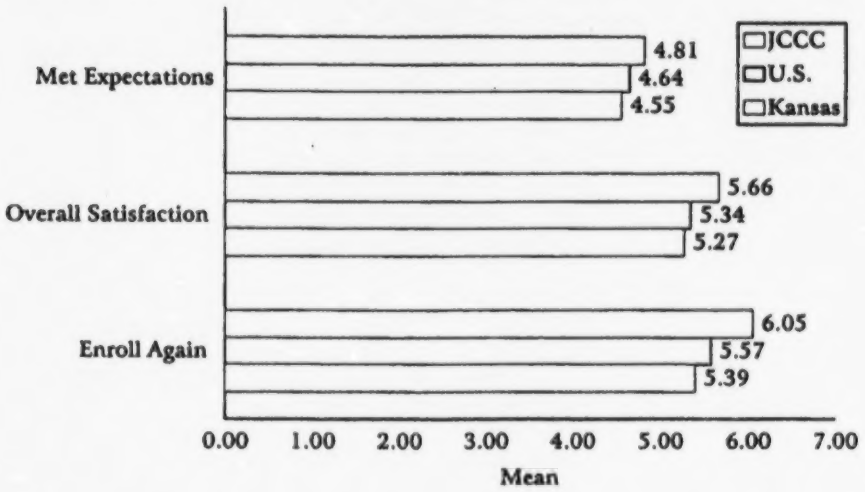
  Mean satisfaction ratings by student respondents (on a 7-point scale, with 1= "Not satisfied at all" and 7="Very satisfied") increased in 2001 for the following (the means for 2000 are listed first): the amount of student parking space on campus (means=3.39 and 3.81), helpfulness of bookstore staff (means=5.16 and 5.42), and satisfaction with the student center as a comfortable place for students to spend their leisure time (means=5.04 and 5.25).

  Mean satisfaction ratings by student respondents decreased in 2001 for the following (the means for 2000 are listed first): convenience of hours during which the business office is open (means=5.27 and 5.02), effective support services provided services provided for displaced homemakers (means=4.77 and 4.56), and students' ability to experience intellectual growth (means=5.91 and 5.74).

◊ **JCCC compares favorably with other 2-year institutions, both in Kansas and nationwide.**

Overall mean ratings for JCCC are higher than for other 2-year institutions surveyed, both in Kansas and nationwide in terms of how well their college experience has met their expectations, overall satisfaction with their experience at the institution so far, and whether they would enroll again. (See Table 2, Appendix A, and Figure 1, below.)

Figure 1
Overall Measures Rating the College Experience
(7-point scales: Expectations - 1="Much worse than expected," 7="Much better than expected;" Satisfaction - 1="Not satisfied at all," 7="Very satisfied;" Enroll - 1="Definitely no," 7="Definitely yes")



The mean JCCC student rating of how well their college experience has met their expectations was 4.81, compared with 4.64 for U.S. students surveyed and 4.55 for Kansas students surveyed (7-point scale, with 1="Much worse than expected" and 7="Much better than expected").

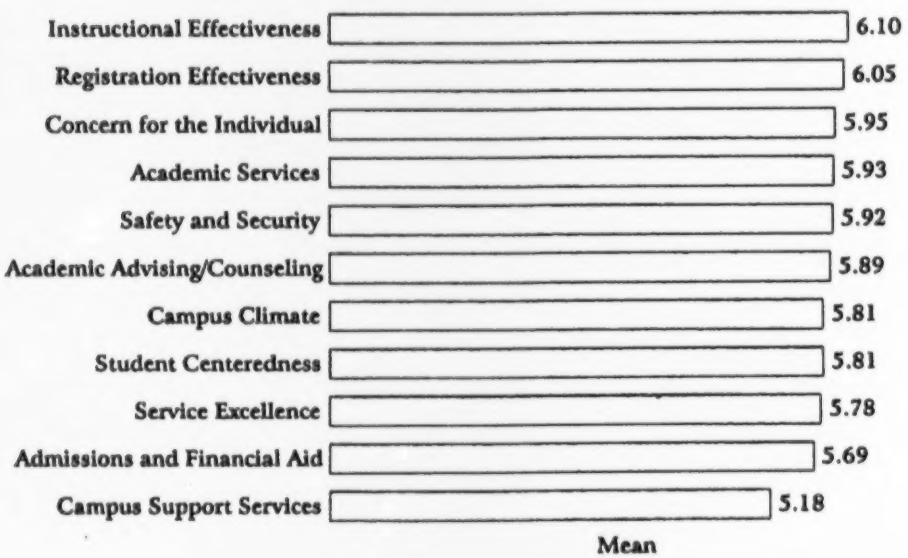
JCCC respondents' overall mean satisfaction rating was 5.66, compared with 5.34 for U.S. students surveyed and 5.27 for Kansas students surveyed (7-point scale, with 1="Not satisfied at all" and 7="Very satisfied").

JCCC respondents' mean rating on whether they would enroll again was 6.05, compared with 5.57 for U.S. students surveyed and 5.39 for Kansas students surveyed. (Ratings are on a 7-point scale, with 1="Definitely no" and 7="Definitely yes.")

◊ **JCCC students consider many facets of the college experience important.**

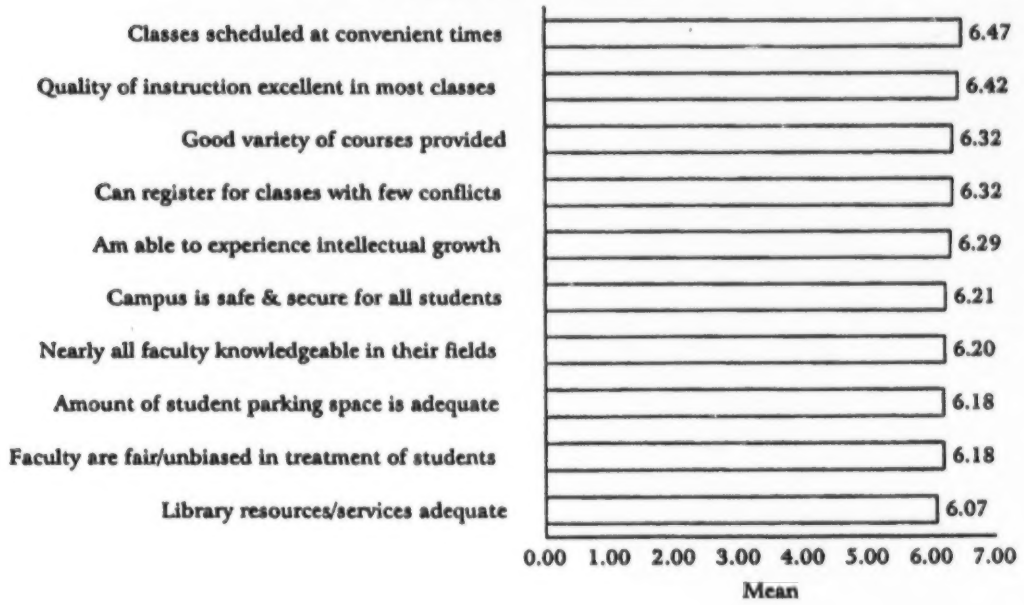
Ten of eleven facets of the college experience received high importance ratings (means ranged from 5.69 to 6.10 on a 7-point scale, with 1="Not important at all" and 7="Very important"). (See Table 3, Appendix A, and Figure 2, below.) Respondents rated Campus Support Services, on average, lower in importance than the other areas (mean=5.18).

Figure 2
Importance of Facets of the College Experience
(Scale: 1="Not important at all," 7="Very important")



◊ Specific aspects of education rated highest (on average) are depicted in Figure 3, below, and include "classes scheduled at convenient times" (mean=6.47) and "quality of instruction" (mean=6.42). JCCC respondents rated the top ten (out of 70 statements contained in the inventory) on average, over 6.00 (on a 7-point scale, with 1="Not important at all" and 7="Very important"). (See Table 4, Appendix A.)

Figure 3
Most Important Aspects of the College Experience
(Scale: 1="Not important at all," 7="Very important")

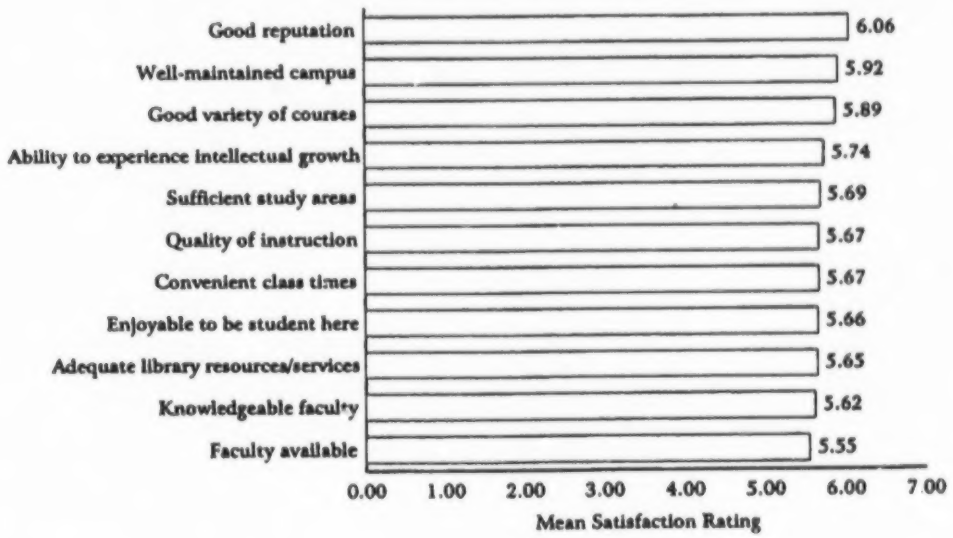


◊ **JCCC students are quite satisfied with a variety of aspects of the college experience at JCCC.**

Figure 4, below, and Table 6, Appendix A, depict the aspects of the college experience with which JCCC respondents are most satisfied. The list contains a wide range of aspects of education and respondents rated those aspects on a scale from 1="Not satisfied at all" to 7="Very satisfied." The four highest-rated are good reputation (mean=6.06), well-maintained campus (mean=5.92), and good variety of courses (mean=5.89), ability to experience intellectual growth (mean=5.74).

JCCC respondents' mean ratings for these four aspects are all higher than those for the U.S. and for Kansas institutions.

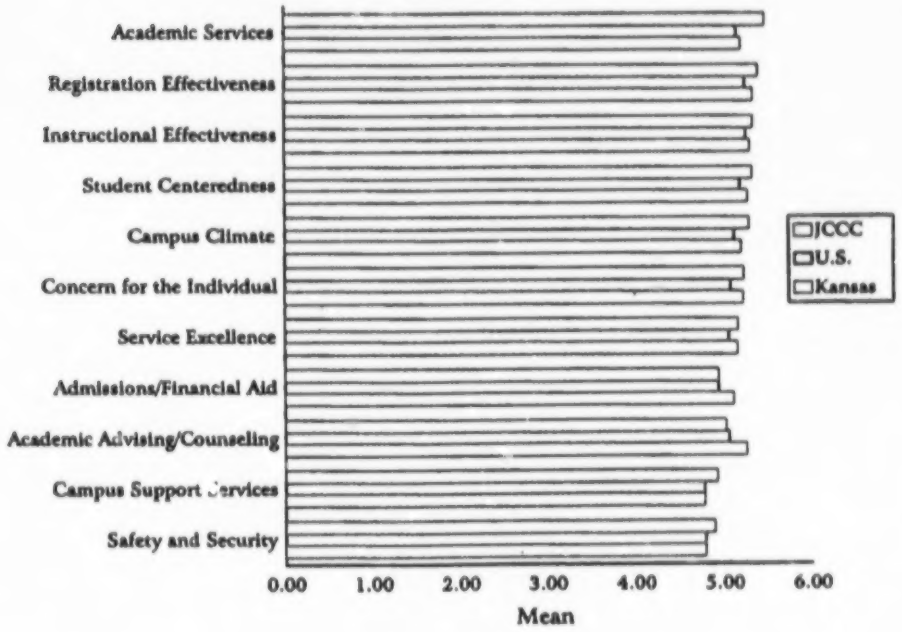
Figure 4
Aspects of the College Experience With Highest Mean Satisfaction Ratings
(Scale: 1="Not satisfied at all," 7="Very satisfied")



- **JCCC satisfaction ratings are generally higher than those for the U.S. and Kansas.**

  As shown in Figure 5 (below), mean satisfaction ratings by JCCC respondents are approximately equal to or higher than those for the U.S. and Kansas. The two exceptions to this are Academic Advising/Counseling and Admissions and Financial Aid; in these areas, mean satisfaction ratings for Kansas are higher than for JCCC. (See Table 5, Appendix A.)

Figure 5
Mean Satisfaction Ratings for Aspects of the College Experience
(Scale: 1="Not satisfied at all," 7="Very satisfied")



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- **JCCC respondents' lowest satisfaction ratings generally are in the "somewhat satisfied" range.**

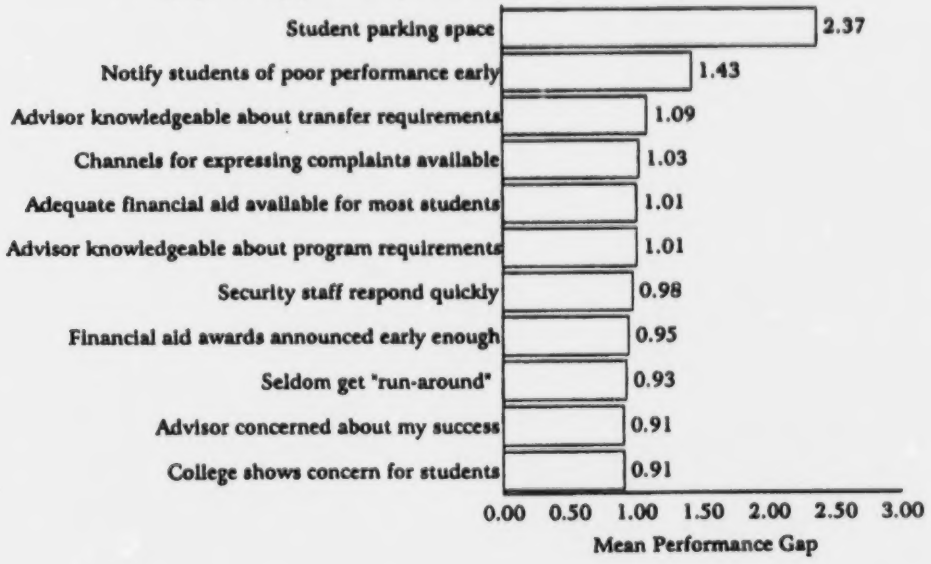
  Even the lowest mean satisfaction ratings are close to a 5.0 rating for all but seven of the seventy aspects of education rated in the survey. These seven aspects include student parking space (mean=3.81), helpfulness of personnel in the Veterans' Services program (mean=4.44), availability of child care facilities on campus (mean=4.54), provision of effective support services for displaced homemakers (4.56), announcement of financial aid awards in time to be helpful in college planning (4.59), early notification if students are doing poorly in a class (mean=4.60), and generally knowing what's happening on campus (mean=4.64). (See Table 7, Appendix A.) Three of these seven aspects (helpfulness of Veterans' Services program personnel, availability of child care services, and provision of services for displaced homemakers), had among the lowest mean importance ratings, possibly because they would be used only by certain respondents.

♦ **JCCC is generally meeting students' expectations.**

Performance gap scores (mean importance ratings minus mean satisfaction ratings) provide a standardized measure of how well an institution meets students' expectations. Noel-Levitz defines a performance gap score of 1.5 as large and a performance gap score of 0.5 as small.

JCCC's performance gap scores are generally small, indicating that, overall, JCCC is meeting students' expectations. Based on the Noel-Levitz criteria, only two (out of seventy) areas at JCCC have mean performance gaps that can be characterized as large - student parking (mean gap=2.37) and early notification of a student's poor performance (mean gap=1.43, which is close to the 1.50 specified by Noel-Levitz). (See Table 8, Appendix A, and Figure 6, below.) The gap size for student parking decreased to 2.37 in 2001 from 2.90 in 2000.

Figure 6
How Well Students' Expectations Are Being Met
(Mean performance gap=mean importance rating minus mean satisfaction rating)



Most of the performance gaps depicted in Figure 6 can be characterized as "medium-sized." All eleven may be areas for improvement.

Table 9, Appendix A, which details the smallest performance gaps, includes two areas in which students' mean satisfaction rating exceeds the importance rating (these gaps are shown as negative numbers) and two for which the satisfaction rating and importance rating are approximately equal. These include the availability of child care facilities on campus (gap=-0.26), helpfulness of personnel in Veterans' Services programs (gap=-0.13), students' sense of belonging (gap=-0.03), and the institution's good reputation within the community (gap=0.01).

- **JCCC students have high expectations and JCCC, with rare exceptions, meets these expectations.**

  JCCC compares favorably with other 2-year community, junior, and technical colleges, both nationwide and in Kansas. The following were identified as possible areas needing improvement: the amount of student parking (although results for 2001 already reflect improvement in ratings on the availability of student parking compared with 2000), early notification if students are performing poorly in a class, and some aspects of academic advising.

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Table 1
Selected Demographic Information for 2000 and 2001

	2000	2001
Gender		
Female	62.7%	55.4%
Male	37.3	44.6
Age		
18 and under	12.1%	12.6%
19 to 24	62.4	52.1
25 to 34	11.9	16.8
35 to 44	9.0	12.1
45 and over	4.7	6.4
Current Enrollment Status		
Day	84.0%	66.0%
Evening/Weekend	16.0	34.0
Current Class Load		
Full-time	63.1%	57.6%
Part-time	36.9	42.5
Class Level		
1 year or less	50.0%	45.7%
2 years	32.3	34.3
3 years	11.1	11.9
4 or more years	6.6	8.1
Current GPA		
No credits earned	5.6%	8.5%
1.99 or below	2.3	2.5
2.0-2.49	11.3	12.3
2.5-2.99	21.7	19.3
3.0-3.49	31.3	25.6
3.5 or above	27.8	31.9
Employment		
Full-time	34.2%	47.3%
Part-time	48.7	38.4
Not employed	17.2	14.3

Table 1 (cont'd)
Selected Demographic Information for 2000 and 2001

	2000	2001
Educational Goal		
Transfer to another institution	47.0%	39.8%
Associate degree	32.0	36.3
Certification(initial/renewal)	2.3	7.9
Self-improvement/pleasure	5.0	3.4
Vocational/technical program	3.1	3.6
Job-related training	2.9	2.3
Other educational goal	7.7	6.7
Residence		
Own house	21.3%	27.3%
Rent	29.8	29.6
Parent's home	43.8	37.0
Other residence	5.2	6.2
Institution Was My:		
1st choice	69.4%	74.0%
2nd choice	22.0	18.7
3rd choice or lower	8.5	7.3

Table 2
Overall Measures of Satisfaction With the College Experience

	Mean Ratings		
	JCCC	U.S.	Kansas
So far, how has your college experience met your expectations? (7-point scale, 1="Much worse than expected", 7="Much better than expected")	4.81	4.64	4.55
Rate your overall satisfaction with your experience here thus far. (7-point scale, 1="Not satisfied at all", 7="Very satisfied")	5.66	5.34	5.27
All in all, if you had to do it over, would you enroll here again? (7-point scale, 1="Definitely no", 7="Definitely yes")	6.05	5.57	5.39

Table 3
Importance of Facets of the College Experience

	Mean Ratings		
	JCCC	U.S.	Kansas
Instructional Effectiveness	6.10	6.16	6.05
Registration Effectiveness	6.05	6.12	5.97
Safety and Security	5.92	5.96	5.78
Academic Services	5.93	6.01	5.85
Concern for the Individual	5.95	6.07	5.98
Academic Advising/Counseling	5.89	6.10	6.01
Campus Climate	5.81	5.93	5.85
Service Excellence	5.78	5.91	5.80
Student Centeredness	5.81	5.92	5.88
Admissions and Financial Aid	5.69	5.96	5.89
Campus Support Services	5.18	5.40	5.29

Note: 7-point scale, with 1="Not important at all" and 7="Very important."
Areas of the college experience are defined by Noel-Levitz as follows:
Academic Advising and Counseling Effectiveness - Academic advisors/counselors are evaluated on the basis of knowledge, competence, and personal concern for student success, and approachability.
Academic Services - Assesses services students utilize to achieve their academic goals. Services include the library, omputer labs, tutoring, and study areas.
Admissions and Financial Aid Effectiveness - Covers such issues as competence and knowledge of admissions counselors, as well as the effectiveness and availability of financial aid programs.
Campus Climate - Assesses the extent to which an institution provides experiences that promote a sense of campus pride and feelings of belonging and the effectiveness of channels of communication for students
Concern for the Individual - Assesses commitment to treating each student as an individual, including groups who deal with students on a personal level (e.g., faculty, advisors, counselors).
Instructional Effectiveness - Assesses students' academic experience, the curriculum, and commitment to academic academic excellence; includes variety of courses offered and effectiveness of faculty in/out of classroom.
Registration Effectiveness - Assesses issues associated with registration and billing and measures the institution's commitment to making this process as smooth and effective as possible.
Responsiveness to Diverse Populations - Assesses the institution's commitment to specific groups of students enrolled, e.g., under-represented populations, students with disabilities, and part-time students. Only rated for satisfaction, not rated for importance.)
Safety and Security - Assesses responsiveness to students' personal safety and security on campus.
Student Centeredness - Assesses efforts to convey to students that they are important to the institution.

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Table 4
Most Important Aspects of the College Experience

	Mean Ratings		
	JCCC	U.S.	Kansas
Classes are scheduled at times that are convenient for me.	6.47	6.43	6.27
The quality of instruction I receive in most of my classes is excellent.	6.42	6.45	6.31
There is a good variety of courses provided on this campus.	6.32	6.28	6.14
I am able to register for classes I need with few conflicts.	6.32	6.32	6.15
I am able to experience intellectual growth here.	6.29	6.27	6.15
The campus is safe and secure for all students.	6.21	6.26	6.08
Nearly all of the faculty are knowledgeable in their fields.	6.20	6.31	6.18
The amount of student parking space on campus is adequate	6.18	6.22	5.99
Faculty are fair and unbiased in their treatment of individual students.	6.18	6.15	6.11
Faculty are usually available after class and during office hours.	6.14	6.20	6.06

Note: 7-point scale, with 1 = "Not important at all" and 7 = "Very important."

Table 5
Satisfaction With Aspects of of the College Experience

	Mean Ratings		
	JCCC	U.S.	Kansas
Academic Services	5.48	5.15	5.20
Registration Effectiveness	5.40	5.25	5.34
Instructional Effectiveness	5.39	5.26	5.30
Student Centeredness	5.33	5.19	5.28
Campus Climate	5.29	5.12	5.20
Concern for the Individual	5.23	5.08	5.22
Service Excellence	5.16	5.06	5.15
Academic Advising/Counseling	5.02	5.06	5.26
Admissions and Financial Aid	4.94	4.94	5.11
Safety and Security	4.89	4.79	4.79
Campus Support Services	4.87	4.79	4.77

Note: 7-point scale, with 1="Not satisfied at all" and 7="Very satisfied."

Table 6
Satisfaction With Aspects of the College Experience: Highest-Rated Aspects

	Mean Ratings		
	JCCC	U.S.	Kansas
This institution has a good reputation within the community.	6.06	5.47	5.43
On the whole, the campus is well-maintained.	5.92	5.58	5.48
There is a good variety of courses provided on this campus.	5.89	5.38	5.42
I am able to experience intellectual growth here.	5.74	5.53	5.47
There are a sufficient number of study areas on campus.	5.69	5.10	5.08
Classes are scheduled at times that are convenient for me.	5.67	5.31	5.50
It is an enjoyable experience to be a student on this campus.	5.66	5.32	5.27
Library resources and services are adequate.	5.65	5.24	5.23
The campus is safe and secure for all students.	5.65	5.35	5.35
The quality of instruction I receive in most of my classes is excellent.	5.62	5.51	5.49
Nearly all of the faculty are knowledgeable in their fields.	5.62	5.57	5.59

Note: 7-point scale, with 1 = "Not satisfied at all" and 7 = "Very satisfied."

Table 7
Satisfaction With Aspects of the College Experience: Lowest-Rated Aspects

	Mean Ratings		
	JCCC	U.S.	Kansas
The amount of student parking space on campus is adequate.	3.81	4.30	4.37
Personnel in the Veterans' Services programs are helpful.	4.44	4.41	4.39
Child care facilities are available on campus.	4.54	4.27	4.23
This campus provides effective support services for displaced homemakers.	4.56	4.57	4.61
Financial aid awards are announced to students in time to be helpful in college planning.	4.59	4.62	4.86
Students are notified early in the term if they are doing poorly in class.	4.60	4.83	4.94
I generally know what's happening on campus.	4.64	4.76	4.85
Security staff respond quickly in emergencies.	4.74	4.66	4.66
Channels for expressing student complaints are readily available.	4.74	4.70	4.84
My academic advisor helps me set goals to work toward.	4.76	4.85	5.08

Note: 7-point scale, with 1="Not satisfied at all" and 7="Very satisfied."

Table 8
Largest Performance Gaps

	Mean Performance Gaps		
	JCCC	U.S.	Kansas
The amount of student parking space on campus is adequate.	2.37	1.85	1.62
Students are notified early in the term if they are doing poorly in class.	1.43	1.32	1.08
My academic advisor is knowledgeable about the transfer requirements of other schools.	1.09	1.11	0.84
Channels for expressing student complaints are readily available.	1.03	1.20	0.95
My academic advisor is knowledgeable about my program requirements.	1.01	0.99	0.72
Security staff respond quickly in emergencies.	0.98	1.16	0.98
Financial aid awards are announced to students in time to be helpful in college planning.	0.95	1.33	1.00
I seldom get the "run-around" when seeking information on this campus.	0.93	1.11	0.86
My academic advisor is concerned about my success as an individual.	0.91	1.13	0.79
Adequate financial aid is available for most students.	0.91	1.20	0.91

Note: 7-point scales: Satisfaction - 1="Not satisfied at all" and 7="Very satisfied;" Importance: 7-point scale, with 1="Not important at all" and 7="Very important."

Table 9
Smallest Performance Gaps

	Mean Performance Gaps		
	JCCC	U.S.	Kansas
Child care facilities are available on campus.	-0.26	0.34	0.15
Personnel in the Veterans' Services programs are helpful.	-0.13	0.09	0.04
Most students feel a sense of belonging here.	-0.03	0.21	0.19
This institution has a good reputation within the community.	0.01	0.54	0.46
There are a sufficient number of study areas on campus.	0.09	0.77	0.61
This campus provides effective support services for displaced homemakers.	0.17	0.39	0.31
The student center is a comfortable place for students to spend their leisure time.	0.18	0.60	0.62
On the whole, the campus is well-maintained.	0.21	0.54	0.54
It is an enjoyable experience to be a student on this campus.	0.33	0.72	0.72
Bookstore staff are helpful.	0.39	0.65	0.47
People on this campus respect and are supportive of each other.	0.39	0.79	0.72

Note: 7-point scales: Satisfaction - 1="Not satisfied at all" and 7="Very satisfied;" Importance: 7-point scale, with 1="Not important at all" and 7="Very important."

APPENDIX B

STUDENT SATISFACTION INVENTORY

Noel-Levitz™
a USA Group company

STUDENT SATISFACTION INVENTORY™

Community, Junior and Technical College Version

Laurie A. Schreiner, Ph.D., and Stephanie L. Juillerat, Ph.D.
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Dear Student,

Your institution is interested in systematically listening to its students. Therefore, your thoughtful and honest responses to this inventory are very important.

You are part of a sample of students carefully selected to share feedback about your college experiences thus far. Your responses will give your campus leadership insights about the aspects of college that are important to you as well as how satisfied you are with them.

To preserve confidentiality, your name is not requested.

— Thank you for your participation.

Instructions:

- Use a No. 2 pencil only. Please do not use ink or ballpoint pen.
- Erase changes completely and cleanly.
- Completely darken the oval that corresponds to your response.

Each item below describes an expectation about your experiences on this campus. On the *left*, tell us how <u>important</u> it is for your institution to meet this expectation. On the *right* tell us how <u>satisfied</u> you are that your institution has met this expectation.

Importance to me . . .								. . . My level of satisfaction							
1 - not important at all								not available/not used							
2 - not very important								very satisfied - 7							
3 - somewhat unimportant								satisfied - 6							
4 - neutral								somewhat satisfied - 5							
5 - somewhat important								neutral - 4							
6 - important								somewhat dissatisfied - 3							
7 - very important								not very satisfied - 2							
								not satisfied at all - 1							
does not apply															
○	①	②	③	④	⑤	⑥	⑦		①	②	③	④	⑤	⑥	⑦	○
○	①	②	③	④	⑤	⑥	⑦	1. Most students feel a sense of belonging here.	①	②	③	④	⑤	⑥	⑦	○
○	①	②	③	④	⑤	⑥	⑦	2. Faculty care about me as an individual.	①	②	③	④	⑤	⑥	⑦	○
○	①	②	③	④	⑤	⑥	⑦	3. The quality of instruction in the vocational/technical programs is excellent.	①	②	③	④	⑤	⑥	⑦	○
○	①	②	③	④	⑤	⑥	⑦	4. Security staff are helpful.	①	②	③	④	⑤	⑥	⑦	○
○	①	②	③	④	⑤	⑥	⑦	5. The personnel involved in registration are helpful.	①	②	③	④	⑤	⑥	⑦	○
○	①	②	③	④	⑤	⑥	⑦	6. My academic advisor is approachable.	①	②	③	④	⑤	⑥	⑦	○
○	①	②	③	④	⑤	⑥	⑦	7. Adequate financial aid is available for most students.	①	②	③	④	⑤	⑥	⑦	○
○	①	②	③	④	⑤	⑥	⑦	8. Classes are scheduled at times that are convenient for me.	①	②	③	④	⑤	⑥	⑦	○
○	①	②	③	④	⑤	⑥	⑦	9. Internships or practical experiences are provided in my degree/certificate program.	①	②	③	④	⑤	⑥	⑦	○
○	①	②	③	④	⑤	⑥	⑦	10. Child care facilities are available on campus.	①	②	③	④	⑤	⑥	⑦	○
○	①	②	③	④	⑤	⑥	⑦	11. Security staff respond quickly in emergencies.	①	②	③	④	⑤	⑥	⑦	○
○	①	②	③	④	⑤	⑥	⑦	12. My academic advisor helps me set goals to work toward.	①	②	③	④	⑤	⑥	⑦	○
○	①	②	③	④	⑤	⑥	⑦	13. Financial aid awards are announced to students in time to be helpful in college planning.	①	②	③	④	⑤	⑥	⑦	○
○	①	②	③	④	⑤	⑥	⑦	14. Library resources and services are adequate.	①	②	③	④	⑤	⑥	⑦	○
○	①	②	③	④	⑤	⑥	⑦	15. I am able to register for classes I need with few conflicts.	①	②	③	④	⑤	⑥	⑦	○
○	①	②	③	④	⑤	⑥	⑦	16. The college shows concern for students as individuals.	①	②	③	④	⑤	⑥	⑦	○
○	①	②	③	④	⑤	⑥	⑦	17. Personnel in the Veterans' Services program are helpful.	①	②	③	④	⑤	⑥	⑦	○
○	①	②	③	④	⑤	⑥	⑦	18. The quality of instruction I receive in most of my classes is excellent.	①	②	③	④	⑤	⑥	⑦	○
○	①	②	③	④	⑤	⑥	⑦	19. This campus provides effective support services for displaced homemakers.	①	②	③	④	⑤	⑥	⑦	○
○	①	②	③	④	⑤	⑥	⑦	20. Financial aid counselors are helpful.	①	②	③	④	⑤	⑥	⑦	○

PLEASE DO NOT MARK IN THIS AREA

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Importance to me . . .

1 - not important at all
2 - not very important
3 - somewhat unimportant
4 - neutral
5 - somewhat important
6 - important
7 - very important

does not apply

. . . My level of satisfaction

not available/not used

very satisfied - 7
satisfied - 6
somewhat satisfied - 5
neutral - 4
somewhat dissatisfied - 3
not very satisfied - 2
not satisfied at all - 1

21. There are a sufficient number of study areas on campus.
22. People on this campus respect and are supportive of each other.
23. Faculty are understanding of students' unique life circumstances.
24. Parking lots are well-lighted and secure.

25. My academic advisor is concerned about my success as an individual.
26. Library staff are helpful and approachable.
27. The campus staff are caring and helpful.
28. It is an enjoyable experience to be a student on this campus.

29. Faculty are fair and unbiased in their treatment of individual students.
30. The career services office provides students with the help they need to get a job.
31. The campus is safe and secure for all students.
32. My academic advisor is knowledgeable about my program requirements.

33. Admissions counselors accurately portray the campus in their recruiting practices.
34. Computer labs are adequate and accessible.
35. Policies and procedures regarding registration and course selection are clear and well-publicized.
36. Students are made to feel welcome on this campus.

37. Faculty take into consideration student differences as they teach a course.
38. The student center is a comfortable place for students to spend their leisure time.
39. The amount of student parking space on campus is adequate.
40. My academic advisor is knowledgeable about the transfer requirements of other schools.

41. Admissions staff are knowledgeable.
42. The equipment in the lab facilities is kept up to date.
43. Class change (drop/add) policies are reasonable.
44. I generally know what's happening on campus.

45. This institution has a good reputation within the community.
46. Faculty provide timely feedback about student progress in a course.
47. There are adequate services to help me decide upon a career.
48. Counseling staff care about students as individuals.

49. Admissions counselors respond to prospective students' unique needs and requests.
50. Tutoring services are readily available.
51. There are convenient ways of paying my school bill.
52. This school does whatever it can to help me reach my educational goals.

53. The assessment and course placement procedures are reasonable.
54. Faculty are interested in my academic problems.
55. Academic support services adequately meet the needs of students.
56. The business office is open during hours which are convenient for most students.

57. Administrators are approachable to students.
58. Nearly all of the faculty are knowledgeable in their fields.
59. New student orientation services help students adjust to college.
60. Billing policies are reasonable.

61. Faculty are usually available after class and during office hours.
62. Bookstore staff are helpful.
63. I seldom get the "run-around" when seeking information on this campus.
64. Nearly all classes deal with practical experiences and applications.

65. Students are notified early in the term if they are doing poorly in a class.
66. Program requirements are clear and reasonable.
67. Channels for expressing student complaints are readily available.
68. On the whole, the campus is well-maintained.

69. There is a good variety of courses provided on this campus.
70. I am able to experience intellectual growth here.

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Your institution may choose to provide you with additional questions on a separate sheet. The section below numbered 71 - 80 is provided as a response area for those additional questions. Continue on to item 81 when you have completed this section.

Importance to me . . .

1 - not important at all
2 - not very important
3 - somewhat unimportant
4 - neutral
5 - somewhat important
6 - important
7 - very important
does not apply

. . . My level of satisfaction

not available/not used
very satisfied - 7
satisfied - 6
somewhat satisfied - 5
neutral - 4
somewhat dissatisfied - 3
not very satisfied - 2
not satisfied at all - 1

(If items 71-80 not available, skip to item 81.)

71.
72.
73.
74.
75.
76.
77.
78.
79.
80.

How satisfied are you that this campus demonstrates a commitment to meeting the needs of:

81. Part-time students?
82. Evening students?
83. Older, returning learners?
84. Under-represented populations?
85. Commuters?
86. Students with disabilities?

How important were each of the following factors in your decision to enroll here?

87. Cost
88. Financial aid
89. Academic reputation
90. Size of institution
91. Opportunity to play sports
92. Recommendations from family/friends
93. Geographic setting
94. Campus appearance
95. Personalized attention prior to enrollment

Choose the one response that best applies to you and darken the corresponding oval for each of the questions below.

96. So far, how has your college experience met your expectations?
① Much worse than I expected
② Quite a bit worse than I expected
③ Worse than I expected
④ About what I expected
⑤ Better than I expected
⑥ Quite a bit better than I expected
⑦ Much better than I expected

97. Rate your overall satisfaction with your experience here thus far.
① Not satisfied at all
② Not very satisfied
③ Somewhat dissatisfied
④ Neutral
⑤ Somewhat satisfied
⑥ Satisfied
⑦ Very satisfied

98. All in all, if you had it to do over again, would you enroll here?
① Definitely not
② Probably not
③ Maybe not
④ I don't know
⑤ Maybe yes
⑥ Probably yes
⑦ Definitely yes

CONTINUE TO THE NEXT PAGE

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Choose the one response that best describes you and darken the corresponding oval for each of the items below.

99. Gender:
① Female
② Male

100. Age:
① 18 and under
② 19 to 24
③ 25 to 34
④ 35 to 44
⑤ 45 and over

101. Ethnicity/Race:
① African-American
② American Indian or Alaskan Native
③ Asian or Pacific Islander
④ Caucasian/White
⑤ Hispanic
⑥ Other
⑦ Prefer not to respond

102. Current Enrollment Status:
① Day
② Evening
③ Weekend

103. Current Class Load:
① Full-time
② Part-time

104. Class Level:
(Years in attendance at this college)
① 1 or less
② 2
③ 3
④ 4 or more

105. Current GPA:
① No credits earned
② 1.99 or below
③ 2.0 - 2.49
④ 2.5 - 2.99
⑤ 3.0 - 3.49
⑥ 3.5 or above

106. Educational Goal:
① Associate degree
② Vocational/technical program
③ Transfer to another institution
④ Certification (initial or renewal)
⑤ Self-improvement/pleasure
⑥ Job-related training
⑦ Other

107. Employment:
① Full-time off campus
② Part-time off campus
③ Full-time on campus
④ Part-time on campus
⑤ Not employed

108. Current Residence:
① Residence hall
② Own house
③ Rent room or apartment off campus
④ Parent's home
⑤ Other

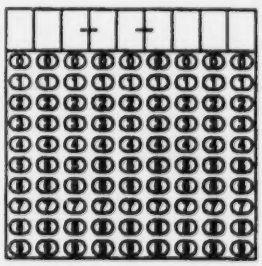
109. Residence Classification:
① In-state
② Out-of-state
③ International (not U.S. citizen)

110. Disabilities:
Physical disability or a diagnosed learning disability?
① Yes
② No

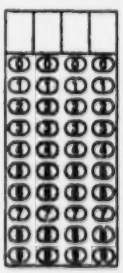
111. When I entered this institution, it was my:
① 1st choice
② 2nd choice
③ 3rd choice or lower

Your Social Security Number is requested for research purposes and will not appear on any report.

Social Security Number:
Write your Social Security number in the nine spaces of the box provided. Completely darken the corresponding oval.

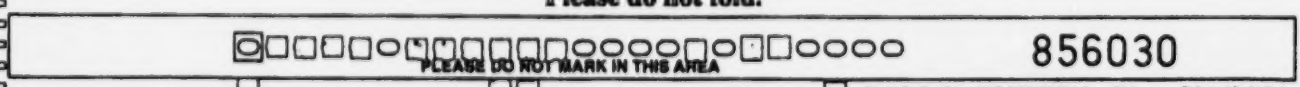


112. Major:
Fill in major code from list provided by your institution.



113. Item requested by your institution:
①
②
③
④
⑤
⑥

Thank you for taking the time to complete this inventory.
Please do not fold.



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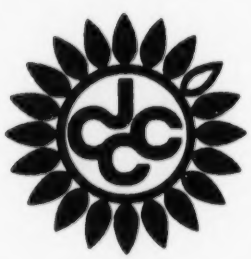

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